DOCUMENT RESUME

ED 199 456 CE 028 221

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TITLE	School Improvement Processes in Career Education.
INSTITUTION	Research for Better Schools, Inc., Philadelphia, Pa.
SPONS AGENCY	National Inst. of Education (ED), Washington, D.C.
PUB DATE	Jan 81
NOTE	49p.; Italicized print and colored pages will not reproduce well. For related documents see CE 028 216-220.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Career Education; Change Strategies; Definitions; Facilities; Improvement; *Inservice Teacher Education; Instructional Materials; Learning Activities; Methods; Needs Assessment; Outcomes of Education; *Program Design; *Program Implementation; *Program Improvement; *School Districts; Workshops

ABSTRACT

This manual is designed to review those topics which should be considered when initiating a school improvement effort in career education. These materials, representing a one-day workshop, consist of seven activities. Topics covered in the activities are an overview of the workshop, work flow and a work-flow diagram, needs assessment, career education student outcomes, career education program elements, and developing an element-outcome grid. Each activity contains a statement of purpose, its estimated time, an explanation of its format, and specific implementation suggestions. Eleven activity handouts are provided. These include a workshop agenda, sample work-flow diagrams, procedures for developing a work flow, career education definitions, sample maxims for needs assessment, key needs assessment questions, sample career education student outcomes from state plans, discussion of career education student outcomes, an element-outcome grid, and discussion of an operational career education program. (Five other career education teacher workshops covering career education concepts and practices, linking agents, program design, program improvement, and school improvement processes are available separately through ERIC--see note). (MN)

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SCHOOL IMPROVEMENT PROCESSES IN CAREER EDUCATION

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January 1981

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ACKNOWLEDGEMENT

For two years, the Career Preparation Component of Research for Better Schools, Inc. (RBS) has been working coliaboratively with schools, intermediate service agencies and state education departments to plan, implement, and support career education activities in schools in Delaware, New Jersey, and Pennsylvania. The activities suggested in this workshop are based on RBS experience in working with the staff members of these agencies. The author wishes, therefore, to acknowledge the many contributions of these professionals to this work.

The work upon which this publication is based was funded by the National Institute of Education, Department of Education. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

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OVERVIEW

The purpose of this one-day workshop is to review those topics which should be considered when initiating a school improvement effort in career education. It is assumed that before beginning this workshop, the participants have already completed the RBS workshop entitled, "Getting Ready for School Improvement in Career Education."

The workshop's target group is a career education program planning team organized at the local school district level.

OBJECTIVES

Upon completing this workshop, participants will have:

- developed a work flow and a work-flow diagram for their local career education school improvement effort
- reviewed sample definitions of career education and agreed upon a career education definition for their school improvement program
- discussed needs assessment strategies and related these strategies to their current school improvement efforts in career education
- examined student outcomes from a group of career education programs and developed a list of student outcomes for their current school improvement efforts
- examined the RBS list of career education program elements and developed a list of program elements for their current school improvement efforts
- completed a career education element-outcome grid.

DIRECTIONS TO THE TRAINER

1. The following pages describe activities which can be used to present the topics included in this workshop. The trainers may present these activities exactly as described or they may alter, delete, add or change the order of activities according to the needs of the participants.

2. Handouts which accompany this workshop are listed in the table of contents and are printed on white paper to facilitate copying. Plan to have one copy of each handout for each participant available at the start of the workshop.

3. The time needed for this workshop is approximately six hours. Estimated times needed to complete an activity are included in each activity description. The activities may be presented during a one-day workshop or they may be parcelled out into several workshops.

4. Both italics and roman type will be used in activities in this workshop outline. The words in *italics* are addressed to you, the trainer, and the words in roman type give information you may want to pass on to your audience.

5. A diagram entitled "Sequence of Activities" is found at the beginning of each new activity. The purpose of this diagram is to signal the start of the new activity marked with the notation, "YOU ARE HERE."

6. This workshop description is not intended to be the sole basis for your qualification to lead the workshop. Trainer orientation and technical assistance from Research for Better Schools, Inc. are recommended.

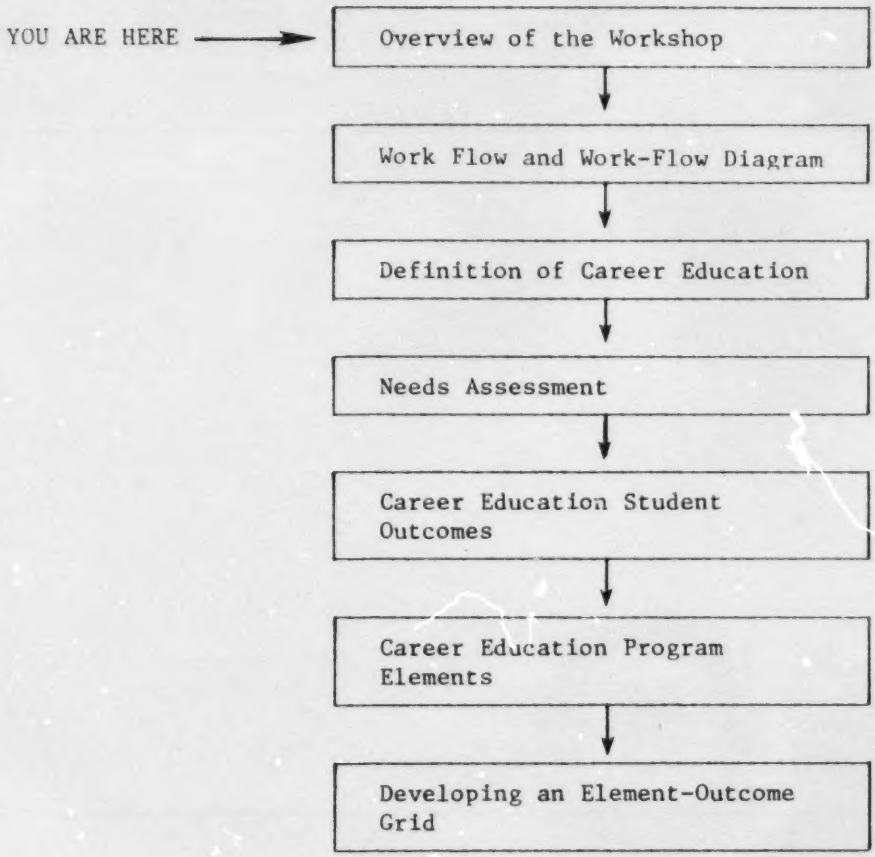
7. Before attempting presentation of any activity, you should become familiar with this entire document.

8. During some workshop activities, participants are encouraged to reach a consensus of opinion. Trainers should attempt to facilitate this process, but also should be willing to accept minority reports.

9. Throughout this workshop, participants are expected to discuss issues of interest. If the trainer believes that the number of participants is too large for an effective discussion, he/she may opt to divide the participants into two or more small groups.

10. This current workshop is designed to be used in conjunction with two other workshops. The suggested sequence of workshop presentations is as follows: "Getting Ready for School Improvement in Career Education" (Smey, 1981), the current workshop, and "Career Education Program Design" (Richards, 1981).

SEQUENCE OF ACTIVITIES



ACTIVITY

Overview of the Workshop

The purpose of this activity is to provide a brief overview of the current workshop.

The estimated time for conducting this activity is 5 minutes.

1. *Distribute the handout, "Agenda-School Improvement Processes in Career Education."*

2. *Explain to participants that this handout outlines the topics to be considered in the current workshop and the order in which these topics will be presented.*

ACTIVITY HANDOUT

Agenda--School Improvement
Processes Career Education

I. Overview of the Workshop

II. Work Flow and Work-Flow Diagram

III. Definitions of Career Education

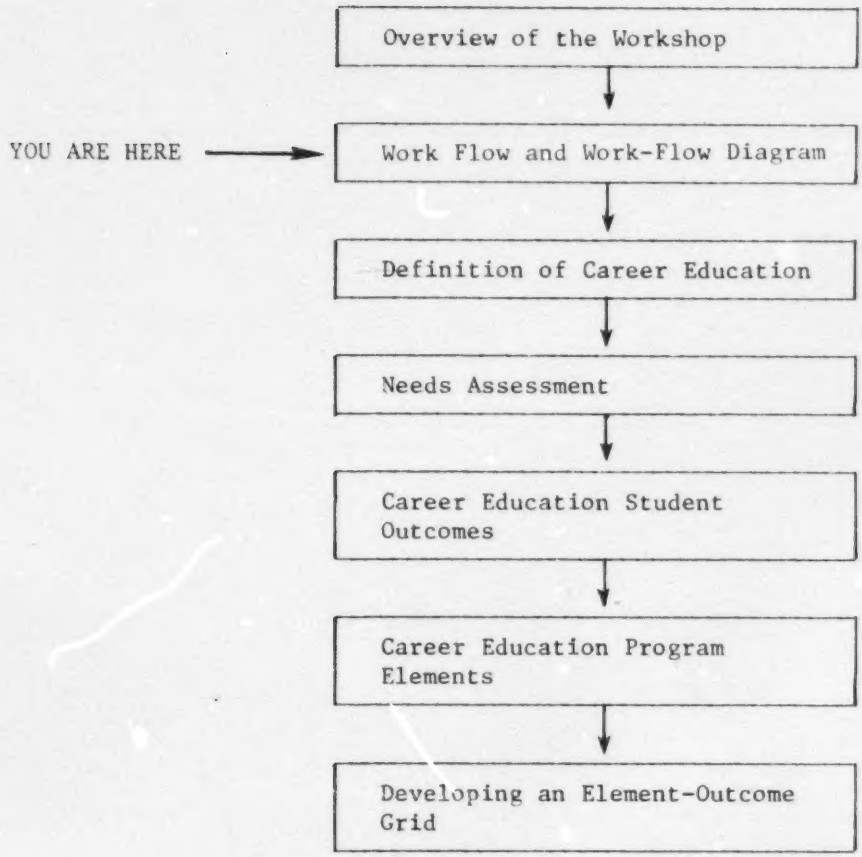
IV. Needs Assessment

V. Career Education Student Outcomes

VI. Career Education Program Elements

VII. Developing an Element-Outcome Grid

SEQUENCE OF ACTIVITIES



ACTIVITY

Work Flow and a Work-Flow Diagram

The purpose of this activity is to develop an over-all plan for a school improvement effort in career education.

The estimated time for conducting this activity is 70 minutes.

1. *Explain to participants that after deciding to undertake a school improvement effort in career education, the program planning team should develop a work flow (i.e., a logical arrangement of various tasks to be accomplished) and a work-flow diagram (i.e., a visual display or "roadmap" of a proposed order of tasks to be accomplished from the start of the project to its completion). A work flow and a work-flow diagram are important because they show the logic of the program planners, they force the formulation of an over-all plan, they serve as a communication link among staff, and they create a system noting the progress of the program development.*

2. *Describe the process of developing a work flow as determining a set of tasks to be accomplished and arranging these tasks into a sequence or logical order. Divide the participants into small groups of three or four individuals and distribute the handout, "Developing a Work Flow." Instruct each small group to discuss the order in which the tasks listed on the handout should be accomplished and to report their conclusions back to the group at large. Explain to participants that the purpose of this activitiy is to practice designing a work flow.*

3. *Return the participants to their small groups and instruct them to develop a work flow for a career education improvement program in their school. After each group has completed this task, discuss each small group's work-flow plan with the group at large.*

4. *Once the work flow has been agreed upon, the program planning team should develop a graphic representation of the project's work or, in other words, a work-flow diagram. Explain to participants that a program planning team can begin to develop a work-flow diagram by starting with the first task and working toward the last task, by starting with the end task and working the antecedent - consequent task relationship backwards to the starting task, or by selecting some "middle" task and expressing task relationships in both directions until the start and end tasks are reached.*

5. *Distribute, describe, and discuss the handout, "Work-Flow Diagram." Explain to participants that the handout contains two diagrams which represent the logical sequence of those tasks discussed earlier in their small groups.*

6. *Instruct participants to return to their small groups and to develop a work-flow diagram for the career education school improvement program in their school. Discuss each of these work-flow diagrams with the group as a whole.*

ACTIVITY HANDOUT

Developing a Work Flow

DIRECTIONS: As a part of a school improvement effort in career education, a program planning team has decided to conduct an in-service training workshop. Imagine that you are a member of the program planning team and that you and your team members must decide the order in which the following tasks should be accomplished. Place a "1" on the line provided for the first task in the sequence, "2" for the second, and so on.

_____ 1. Plan the general program of the workshop including preliminary agenda.

_____ 2. Make teacher staff assignments to write and deliver presentations at the career education workshop.

_____ 3. Survey the entire school district to determine which teachers are willing to make presentations at the career education workshops.

_____ 4. Write objectives and the script for each of the career education presentations.

_____ 5. Select and invite teachers from your local school system to attend the workshop.

_____ 6. Design and produce career education instructional media materials for each presentation.

_____ 7. Develop a pre/post test and evaluation forms (including a section which asks about the career education media effectiveness).

_____ 8. Conduct the career education in-service training workshop.

ACTIVITY HANDOUT

Work-Flow Diagrams

The diagrams below depict the logical sequence of tasks which must be accomplished when conducting an in-service workshop.

Diagram I

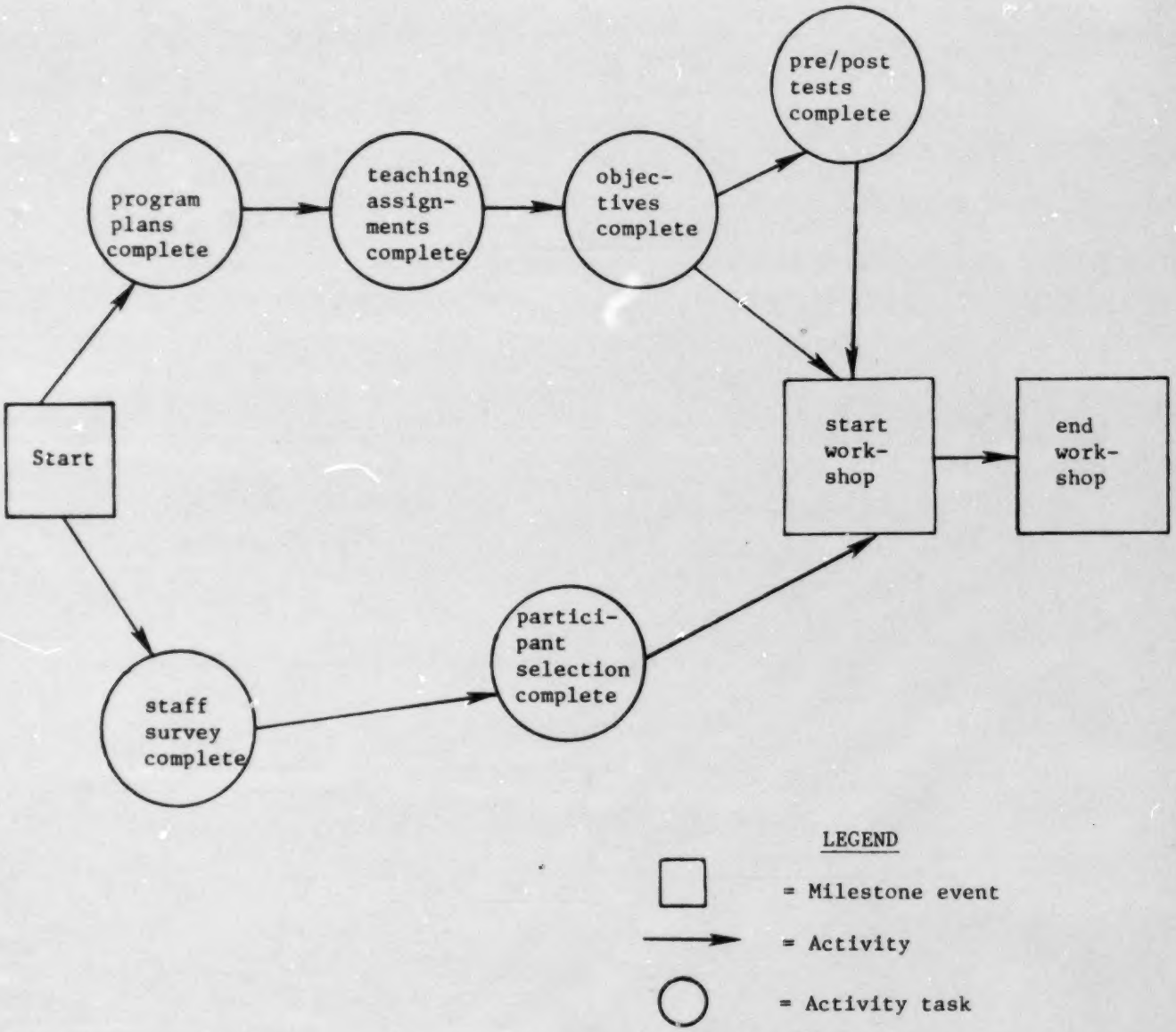
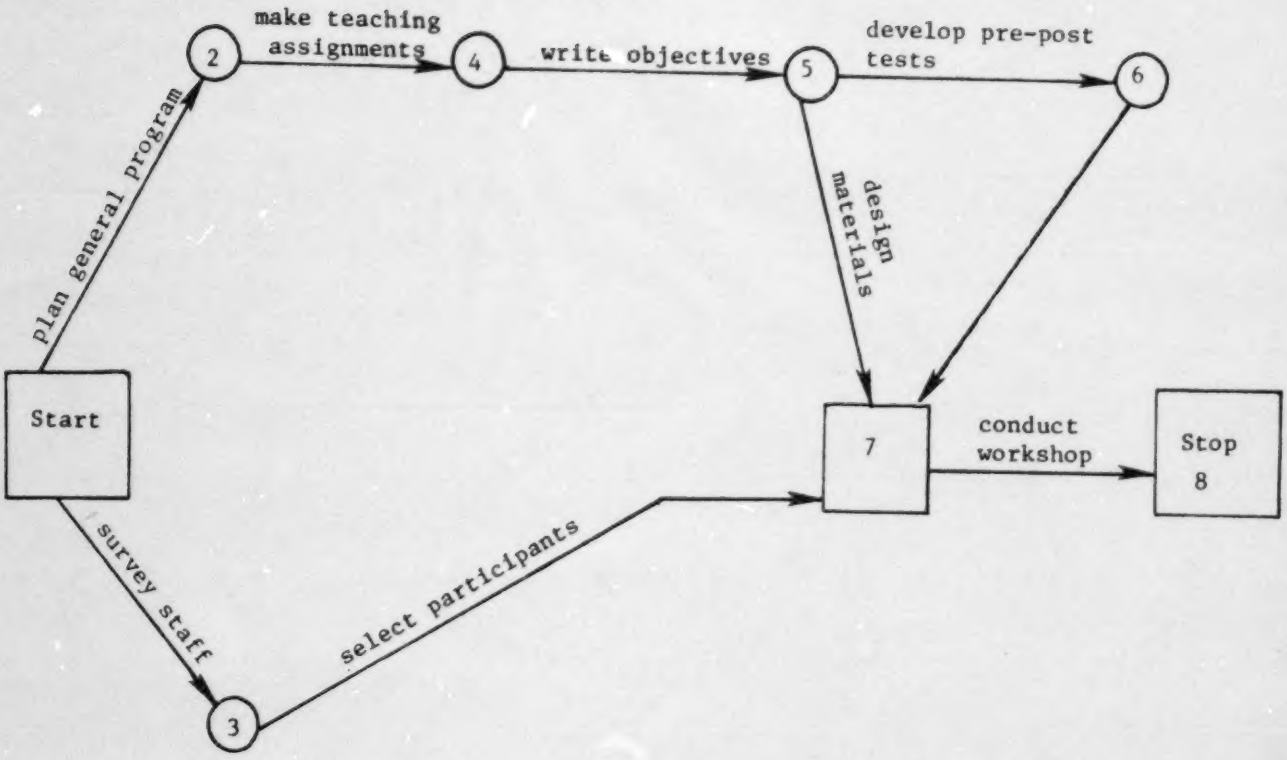


Diagram II



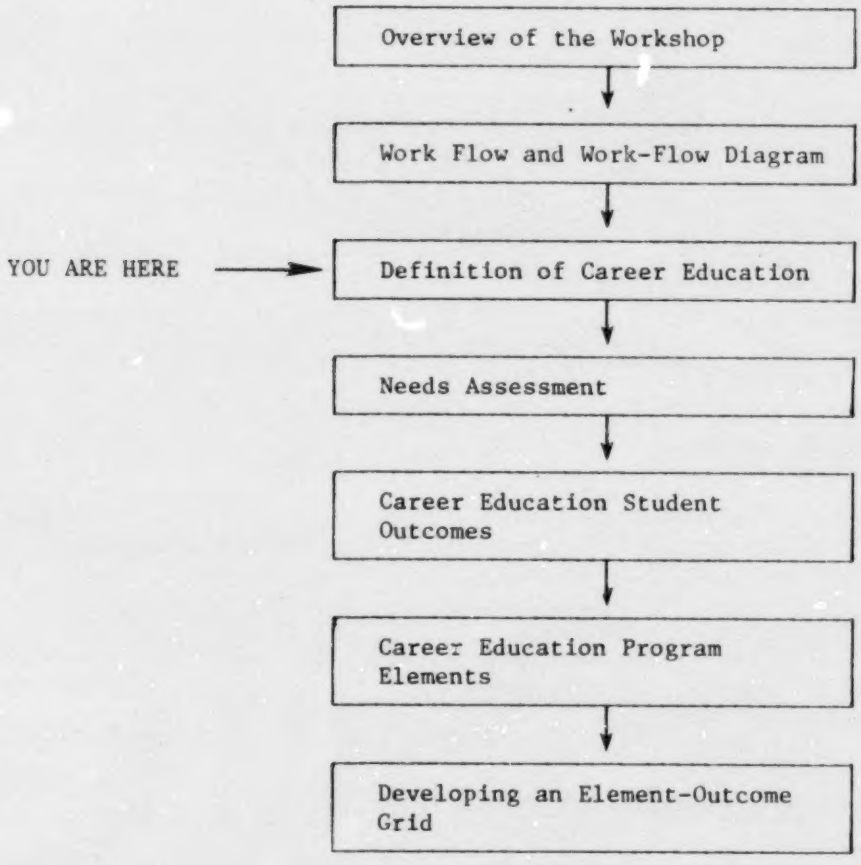
LEGEND

= Milestone event

= Activity task

= Completed activity

SEQUENCE OF ACTIVITIES



ACTIVITY

Definitions of Career Education

The purpose of this activity is to review sample definitions of career education and to select one definition for the current school improvement program.

The estimated time for conducting this activity is 45 minutes.

1. *Introduce this activity by providing the following information:*

   A. The term "Career Education" came into general use following a speech by U.S. Commissioner of Education Sidney P. Marland, Jr. at a meeting of the National Association of Secondary School Principals in 1971. This speech called for an integration of the academic and vocational segments of education under the title of career education. Early in the career education movement, on the initiative of the U.S. Office of Education and later under the direction of the National Institute of Education, money was appropriated for the development of model career education programs. In addition, by 1972, a number of individual school districts had begun career education programs without state or federal funding.

   B. Career education differs from vocational education in several ways:

   - Career education is a global term while vocational education is an important and integral component of career education. The easiest way to describe the relationship between career education and vocational education is to point out that the latter is part of the former.

   - Career education is concerned not only with paid work, but also with work that is unpaid and volunteer, the work of the homemaker, and work done as part of productive leisure time. Vocational education focuses on paid employment.

   - Career education includes preparation for all types of work including preparation for the professions and similar careers requiring a baccalaureate for entry. Vocational education is concerned with preparation for large numbers of vocational and technical careers which are nonprofessional and require less than a college degree for entrance, but which require more knowledge and skills than possessed by the typical graduate of a general high school curriculum.

- Career education is concerned with all students at all levels of education, beginning in elementary school. Vocational education focuses on a select group of students, and it seldom begins below age 14.

- Career education emphasizes general skills useful for adapting to change. Vocational education concentrates on specific job skills.

- Career education emphasizes incorporating career education concepts and awareness into all classroom content and techniques. Vocational education focuses chiefly on offering specific training courses.

2. *Explain to participants that almost every state has developed a career education plan which includes a definition of career education. Distribute the handout, "State Definitions of Career Education," and review these definitions with the participants.*

3. *Distribute the handout, "Career Education Definitions Continuum," and draw the continuum diagram on a posterboard or chalkboard. Explain to participants that while career education definitions differ from each other, most can be described in terms of their worker-role orientation or other life-roles orientation. Direct participants to arrange the state career education definitions along the continuum on their handout. Ask participants to identify the definition(s) they prefer and to explain why these definitions were selected.*

4. *Divide the workshop participants into small groups of three or four individuals. Instruct each group to write or select a career education definition which it thinks should serve as a working definition for the current career education school improvement effort.*

5. *List all suggested career education definitions on a posterboard or chalkboard and encourage participants to discuss each. Conclude this activity when all participants agree that one of the suggested definitions or a revised version of a suggested definition should be adopted as the working definition for their school's career education program.*

ACTIVITY HANDOUT

State Definitions of Career Education

Delaware State Plan - Career education is the totality of experiences through which one learns about and prepares to engage in work -- paid or unpaid -- as part of an expected way of living.

Florida State Plan - Career education is lifetime education. It is education to meet career needs at every stage during one's life.

Maryland State Plan - Career education is a continuing educational process used deliberatively and collaboratively by school and community to provide and assist all individuals with opportunities to develop self and career awareness, explore a variety of career options, and choose and prepare for appropriate, satisfying, and potentially changing career roles.

New Jersey State Plan - Career education is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living.

Pennsylvania State Plan - Career education is a purposeful, sequential process through which the schools, family and total community cooperatively seek to assure the satisfactory career development of young people and their preparation for adulthood and successful transititon into the world of work.

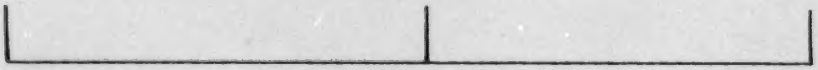
ACTIVITY HANDOUT

Career Education Definition Continuum

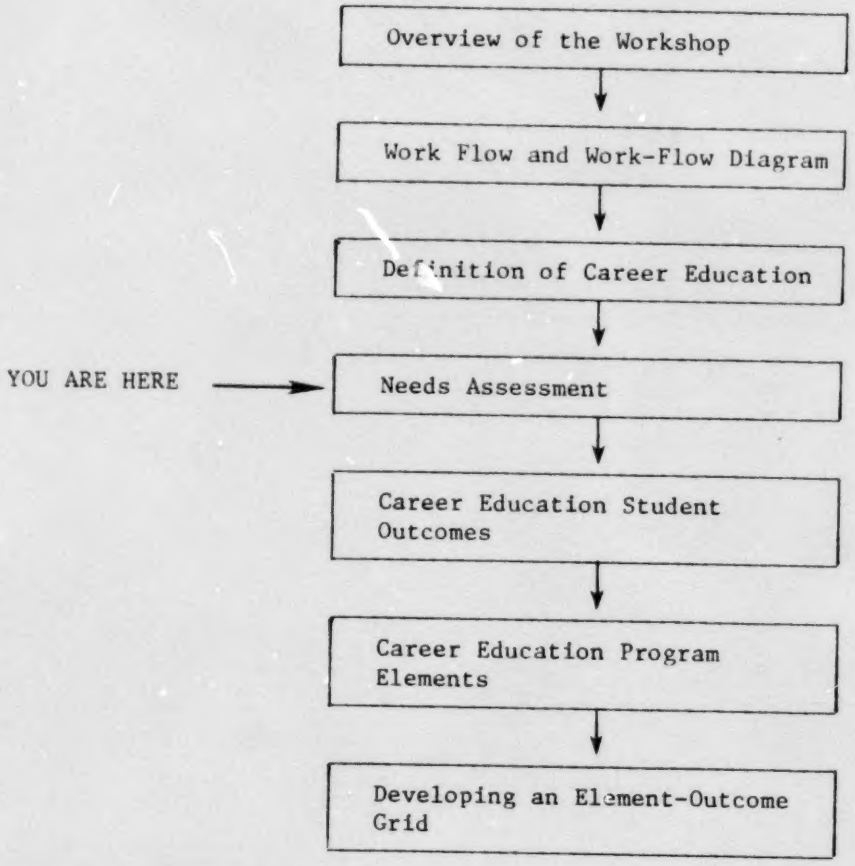
DIRECTIONS: As a part of the career education definition activity, we have been discussing several definitions of career education. Please arrange these definitions in a logical manner along the continuum below.

DEFINITION CONTINUUM

Worker Oriented — Life-Role Oriented



SEQUENCE OF ACTIVITIES



ACTIVITY

Needs Assessment

The purpose of this activity is to describe the needs assessment process as it relates to the school improvement process in career education.

The estimated time for conducting this activity is 45 minutes.

1. *Begin this activity by presenting the following background information:*

   A. Needs assessment can be broadly defined as the process that identifies the perceived or expressed needs of students as viewed by school personnel, parents and students.

   B. A variety of approaches to needs assessment in career education have been tried. The most widely implemented approach has been discrepancy analysis. In the discrepancy analysis, measuring needs requires at least three steps:

      - First, determine the current status of "what is." This dimension can be assessed through objective measures (factual information drawn from tests and questionnaires) as well as subjective measures (ratings of perceived current status).

      - Second, determine the desired status or what "should be." This dimension can be assessed through subjective measures (ratings of perceived importance, desired status or priority).

      - Third, determine the amount of discrepancy between the current and desired status or, in other words, the "needs."

   C. Two models of discrepancy analysis are the inductive and deductive approaches:

      - In the <u>inductive</u> approach, existing conditions are evaluated prior to the development of the program's goals so that the subsequent identified needs may be more relevant to existing conditions. Comparatively few school improvement programs in career education determine needs inductively.

- In the deductive approach, the program's goals are first determined, and then needs are derived by measuring the discrepancies between existing conditions and their goals. A majority of the school improvement programs in career education determine needs deductively.

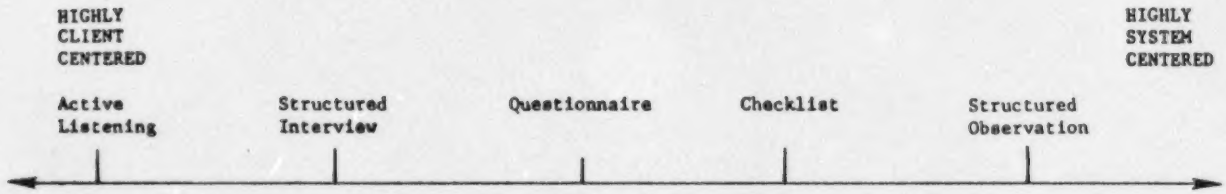
2. *Explain to participants that a discrepancy analysis requires that accurate data be gathered to illuminate the nature of the discrepancy and to point out the direction for change. Approaches to data gathering can be placed on a continuum from highly client-centered approaches to highly system-centered approaches:*

   - Client-centered approaches to data collection are characterized by open-ended questions and free responses. Information gathered using these approaches may suggest relationships not originally anticipated. In addition, the length and quality of the answers can vary greatly from respondent to respondent.

   - System-centered approaches to data collection are characterized by close-ended questions and highly structured responses. Information gathered using these approaches seldom suggest relationships not reflected in specific questions. In addition, system-centered approaches limit a respondent's opportunity to expand the boundaries of provided information.

3. *Draw the following diagram on a chalkboard or posterboard and explain that methods of data gathering range from highly client-centered to highly system-centered. Moving from highly client-centered to highly system-centered techniques are active listenirg, structured interview, questionnaire, checklist, and observation.*

DIAGRAM OF DATA GATHERING METHODS



4. *Describe each of the data gathering techniques as follows:*

- Active Listening

  In the active-listening approach, clients/consumers are sought to discuss their situation. The data collector explains that the discussion is intended to illuminate needs (systemwide, individual or both) and encourages the respondent to present his or her view of needs. The data collector asks probing and clarifying questions and records the discussion on audio tape or in extensive notes.

- Structured Interview

  Structured interviews contain specific questions asked of all respondents. Usually the interview has an approximate fixed length, the questions are gone through in sequence, and appropriate probing questions are often anticipated on the interview protocol sheet. If the respondent strays from the question, the data collector may disregard that information. If the questions are not relevant to the respondent, limited opportunity is provided for restructuring them. Data are usually recorded on a form and some interviews may also be tape recorded.

- Questionnaire

  The questionnaire can be relatively client-centered or system-centered, depending on its approach. It may include questions which address needs directly, such as, "Do you need help with _____?" or it may ask for information only indirectly related to the respondent's perception of needs, such as, "Do students in your class receive career education instruction?" In the latter case, the information-seeking question may be followed by a more open-ended question, such as, "How do they learn career education?" These may include a forced choice response (selection of one response from four or five options).

  The questionnaire can probe information, opinions or attitudes. Because it is a paper and pencil technique, instructions are usually contained on the questionnaire form and little guidance or encouragement is given for expanding the boundaries of the instrument. It can be administered individually or in large groups, through the mail or in person.

- Checklist

  A checklist, like a questionnaire and structured interview, can contain items directly related to needs (such as a checklist of need areas) or items indirectly related to needs, such as a checklist of characteristics of the respondents, or both. The respondent makes forced choices, but generally within a fairly extensive group of alternatives. Usually there is provision for several responses to be checked and often for the responses to be prioritized.

- Structured Observation

  Data collectors using structured observation guidelines go directly to the site of activity and record what they see and hear within coded or structured data collection formats. This technique is most system-centered because it dictates a perspective from which the clients' reality is viewed and, due to a lack of interaction between clients and researchers, this reality can not be challenged by the subjects.

4. *Distribute the handout, "Simple Maxims for Needs Assessment," and review each item with the participants. Explain that this list of comments is intended to provide assistance when planning and conducting a needs assessment.*

5. *Explain to participants that the primary concern in any needs assessment should be to assure that the purpose of the need assessment is clear, and that the data collected are closely related to the purpose of the assessment. In addition, information should be collected only if it is going to be used in decision making. Suggest that the above concerns can be addressed in large part by filtering the proposed needs assessment through a list of key questions. Discuss these questions with the participants as follows:*

   - Why does your program planning team require a needs assessment?
     Reasons given may run the gamut from..."to assist planners" to "to answer criticisms from dissident groups," etc.

     Each school or district needs to examine its own reasons for conducting the assessment, especially in the case where the district is complying with mandated requirements. The efforts in conducting a needs assessment should only be carried out if the data will actually be used to guide decision making.

- What should be the scope of the needs assessment?
  The scope of the needs assessment, with respect to both content and respondents, directly determines the extent of the financial and human resources required to implement the assessment. Increases in either seem to geometrically expand the number of subtasks involved in implementing the assessment. For example, a needs assessment which polls all faculty members and which relates to all instructional components is much broader in scope than one which polls only tenth grade English teachers.

- On whose needs will the program planning team focus and at what level?
  For example, a needs assessment might focus primarily on the students, the school/institution, the school-community context, or some combination of all three. In addition, it might be concerned with only the elementary school level, or only the secondary school level, or it might deal with both levels simultaneously.

- What kind and amounts of data should be collected?
  A wide variety of descriptive, performance, or opinion data may potentially be of use. The problem, however, given all the possible data that could be collected, is to delimit the data sources. It is advisable to determine: (1) if data are available which might serve the purpose of the needs assessment, and (b) what problems will need to be faced if new data are to be collected. In any event -- decide who needs what data for what purposes before taking any action.

- What sources might the program planning team use for data collection?
  All school and community members are potential data sources and all school documents, test data, and self-report/perception data are potential information sources.

- What methods are appropriate to collect needs assessment data?
  The data collection methods to be considered range from client-centered and system-centered techniques. An effort should be made to determine what existing needs assessment products might be adopted or adapted.

- What can the program planning team invest in terms of people and money?
  Decisions must be made concerning who will plan, manage, and conduct the needs assessment, who will reduce and analyze the results, and who will report the results. In addition, provisions must be made for items such as purchasing and/or designing instruments, printing costs, data processing, meeting and planning time, report preparation, consultants, travel, etc.

ACTIVITY HANDOUT

Simple Maxims for Needs Assessment

1. Needs assessment is a continuing process that should be employed during each planning-development-implementation-evaluation-revision cycle of a program. It is a means of obtaining data that is most advantageous when used frequently. Program planning teams should not see the undertaking of a needs assessment study as a one-time only procedure.

2. Prior to initiating a needs assessment activity, a program planning team should formulate clear, measurable definitions of "need" and of the process by which these needs will be identified. A need might be defined, for example, as minimum student performance or optimal student performance.

3. The planning team should seriously consider the inductive approach to conducting needs assessment. When student behaviors are evaluated prior to the establishment of educational goals, the relevance of these goals will be enhanced and thus the results of the study will likely be more valuable.

4. Where appropriate, needs assessment studies should reflect the multicultural, multilingual concerns of the community.

5. The technical quality of survey instruments should be examined. Basic measurement principles should be followed to insure their validity; the instruments should be field tested to eliminate flaws in their designs; and their reliability should be demonstrated. It is also essential to employ proper sampling procedures.

6. "Needs" that are identified through survey questionnaires should be validated with statistical and/or test data. Respondent perceptions may be appropriate for measuring the attainment of some institutional process goals, but test data should also be employed with student learning goals.

7. Two or more data collection methods should be used when assessing needs. For example, a mail questionnaire might be validated with personal interviews or observations of a random sample of the respondents.

8. At some point in the process, the career education planning team should determine whether to meet each need identified as a result of the survey.

ACTIVITY HANDOUT

Key Needs Assessment Questions

- Why does your program planning team require a needs assessment?
- What will be the scope of the needs assessment?
- On whose needs will the program planning team focus and at what level?
- What kind and amount of data will be collected?
- What sources will the program planning team use for data collection?
- What methods will be appropriate to collect needs assessment data?
- What will the program planning team invest in terms of people and money?

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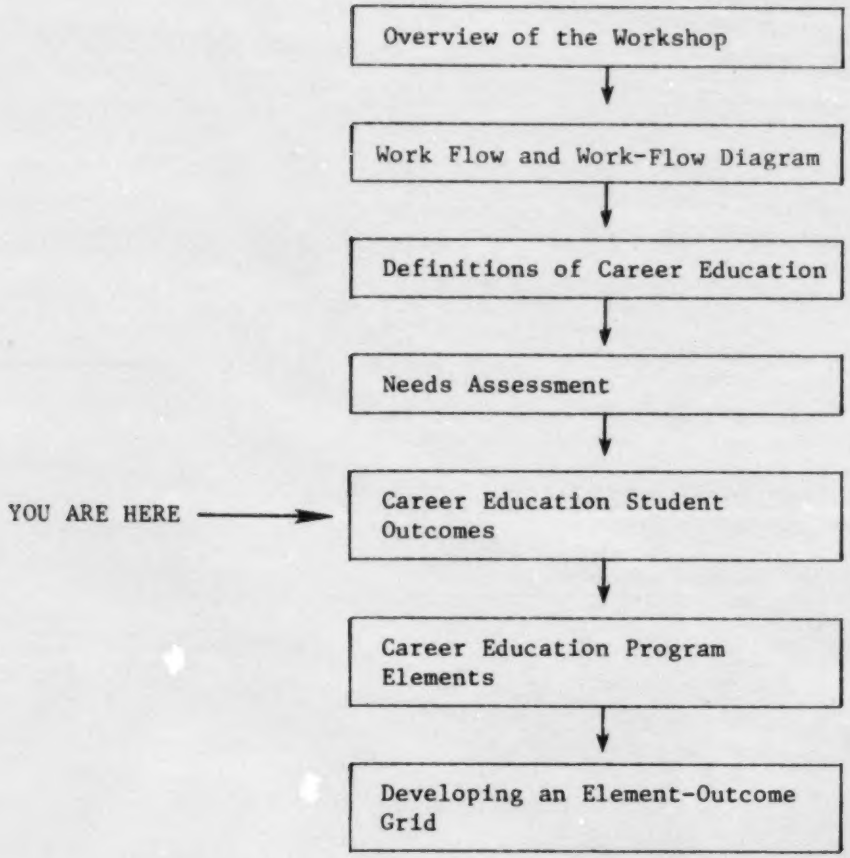
SEQUENCE OF ACTIVITIES



ACTIVITY

Career Education Student Outcomes

The purpose of this activity is to have participants examine various lists of career education student outcomes and to agree upon a suggested list for their local career education school improvement effort.

The estimated time for conducting this activity is 60 minutes.

1. *Explain to participants that determining career education student outcomes is an important first step when undertaking a career education school improvement effort. Generally, career education student outcomes are agreed upon by a program planning team before proceeding to develop curriculum materials or to select instructional strategies.*

2. *Distribute the handout, "Career Education Student Outcomes from State Plans." Explain to participants that career education plans written by state departments of education generally include a list of student outcomes or goal areas and a brief description of each. Ask participants to compare and contrast the student outcomes or goal areas in each of the three state plans listed on the handout.*

3. *Distribute the handout, "RBS Career Education Student Outcomes." Explain to participants that these goal areas have been developed as a result of RBS' years of experience while working in the field of career education. Direct participants to read and discuss each of the five RBS career education goal areas.*

4. *Divide participants into small groups of three or four individuals. Instruct each group to develop a list of student outcomes it would endorse for their local career education school improvement effort. Suggest to participants that student outcomes should be selected to reflect the needs identified during their needs assessment study.*

5. *Reassemble the participants and discuss each of the student outcome lists agreed upon by the small groups. Encourage the group at large to adopt, adapt, or originate a final list of career education outcomes for their program.*

ACTIVITY HANDOUT

Career Education Student Outcomes From State Plans

1. Delaware State Plan for Career Education
   - Attitudes and appreciations
   - Career awareness
   - Decision-making skills
   - Economic awareness
   - Educational awareness
   - Fundamental competency
   - Marketable skills
   - Self awareness
2. New Jersey State Plan for Career Education
   - Career awareness
   - Self awareness
   - Economic awareness
   - Decision-making skills
   - Skill awareness and competence
   - Attitudes and appreciations
   - Employability skills
   - Educational awareness

3. Pennsylvania State Plan for Career Education

- Educational awareness
- Self awareness
- Occupational awareness
- Decision-making awareness
- Economic awareness
- Leisure awareness
- Work entry awareness

ACTIVITY HANDOUT

RBS Career Education Student Outcomes

Knowledge of Self and Others

Knowledge of self and others is a group of outcomes concerned with fostering in students an understanding of themselves and others and with developing student interpersonal skills. In working toward outcomes in this group, students become aware of their own interests, aspirations, abilities, attitudes and values, and those of others. Students also learn techniques for appraising and analyzing their personal characteristics in terms of career options and begin to plan and take responsibility for self improvement. Further, students develop skills in getting along with others and working cooperatively to achieve goals. As a result of their work on these outcomes, students begin to develop a clear understanding of themselves, an awareness of the directions in which they wish to change and grow, and a sense of responsibility for directing their own growth.

Career Awareness and Occupational Exploration

Career awareness and occupational exploration outcomes are those involving student knowledge of the different kinds of options open throughout one's career and those relating to student learning about how to examine various occupational fields. Students learn about the necessary training, benefits, duties and responsibilities of individuals employed in specific occupations. Students also become aware of the limiting effects of ethnic and sexual stereotyping and they broaden their horizons by examining alternative career roles. In addition, students gain an appreciation of the reasons why an individual would choose a particular type of work and the way in which this choice influences other roles (e.g., family member, citizen, consumer). Students learn how to investigate and assess their own interests, abilities, and values with respect to different occupations. As a result of work on outcomes in this category, students acquire background information about a wide range of careers and they examine in detail those occupational areas which interest them most.

Career Planning/Decision-Making

Career planning/decision-making outcomes involve planning skills and decision-making skills as they relate to planning a career. Students learn that career planning involves examining alternative careers paths in light of one's own interests, aspirations, abilities, attitudes and values, and making decisions accordingly. Students develop an understanding that thoughtful decisions made with an awareness of possible consequences can help them affect their futures in positive ways. Once

students have developed planning and decision-making skills, they are ready to formulate their own tentative career plans with the realization that these plans will be revised throughout life.

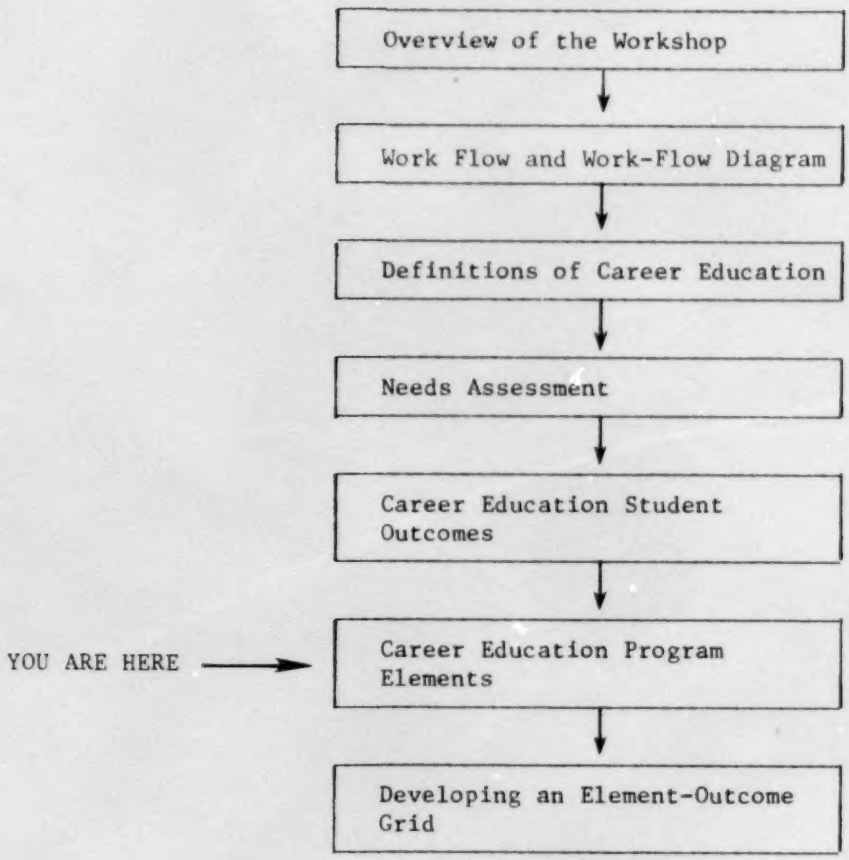
Career Preparation

Career preparation includes those outcomes which relate to student acquisition of academic and vocational knowlege and skills necessary to enact career plans.

Career Entry and Progression

The career entry and progression outcomes are concerned with developing the ability of students to find both paid and unpaid jobs. In addition, students learn about work attitudes and behaviors which help in retaining a job, and about procedures for moving up the career ladder. For students interested in entering postsecondary education, instruction is also offered on how to seek, gain acceptance into, and complete a program appropriate for them. As a result, students acquire skills which help them obtain their first jobs as well as subsequent employment.

SEQUENCE OF ACTIVITIES



ACTIVITY

Career Education Program Elements

The purpose of this activity is to examine possible career education program elements and to select a group of program elements the participants wish to incorporate into their local career education school improvement effort.

The estimated time for conducting this activity is 60 minutes.

1. *Explain to participants that an ideal career education program includes a number of elements or components which, together, help students achieve career education outcomes. These elements or components are as follows:*

   - course instruction
   - community-based learning activities
   - extra-curricular activities
   - guidance services
   - resource center
   - school community linkage
   - staff development
   - administration/management

   Note that elements of a career education program might include activities which occur in more than one setting (e.g., one activity might occur in the classroom and home, another in the classroom and on employer premises). Likewise, some activities may be part of more than one program component (e.g., an activity might be part of the course of instruction and, at the same time, have a community-based learning orientation).

2. *Distribute the handout, "Elements of an Operational Career Education Program," and discuss each of the eight program elements.*

3. *Divide participants into small groups of three or four individuals. Instruct each small group to develop a list of program elements they would endorse for their local career education school improvement effort. Suggest to participants that program elements should be selected to reflect the career education needs identified during their needs assessment study.*

4. *Reassemble the participants and discuss each of the career education program element lists agreed upon by the small groups. Encourage the group at large to adopt, adapt, or originate a final career education program elements list to be used in their current career education school improvement effort.*

ACTIVITY HANDOUT

Elements of an Operational Career Education Program

Course Instruction

Course instruction includes all school courses and all activities within those courses which contribute to student accomplishment of career education objectives. Activities include those which occur within the classroom and those extra-classroom activities which are assigned as part of a school course (e.g., homework, assigned work experiences).

Community-Based Learning Activities

Community-based learning activities refers to learning experiences which utilize community resources in a community setting and which require students to learn by observing, participating or producing. In a career education program, community-based learning activities may include, for example, field trips, cooperative work-study programs, and observing or shadowing workers. Some community-based learning activities might be connected to a specific course of study while others might be offered as optional, noncourse-related learning opportunities.

Extra-Curricular Activities

Extra-curricular activities are experiences that occur under the aegis of schools, but are not part of regularly scheduled course instruction. Some of these activities have a specific career education purpose. Included among these are:

- career fairs - introducing students to an array of career choices through brief written, oral and visual presentations
- career clubs - developing student interest in a field and providing realistic views through specific information and direct experience (e.g., Future Teachers of America)
- career assemblies - using guest speakers, films and other "on-stage" devices to acquaint students with occupational opportunities.

Activities whose main purpose is something other than career education may have a career education dimension. Included among these are:

- clubs - providing varying experiences in areas of student interest, (e.g., drama club, debating club, chess club) often leading to vocation and leisure time activity choices

- sports activity - developing interpersonal and self revealing experiences through individual or team efforts

- student government - providing an opportunity for students to be leaders and followers

- special school project - developing career awareness and the ability to work and cooperate with others through such activities as car washes and bake sales.

Guidance Services

Career guidance services are formulated actions which focus directly on helping students as individuals perform well in life roles. These services usually include:

- informational - students are made aware of opportunities available to them so they can make better career choices and decisions

- counseling - students, individually and in groups, are helped toward self-understanding with emphasis on decision-making

- planning and placement - students are helped to make individual career plans and to act upon these plans.

Resource Center

Career resource centers (sometimes referred to as career centers, career learning centers, or career guidance centers) provide a means for delivering a variety of career education services and resources to students, staff members and community members. The range of resources and services might include:

- occupational information files, such as career pamphlets and computer-assisted information systems

- education/training information files, such as school catalogs and apprenticeship opportunities

- instructional media, such as films, filmstrips, workbooks, games and simulations, and audio tapes

- curriculum guides or instructional activities files

- career exploration resources files, including field trip sites, opportunities for shadowing, and internships
- human resources files, such as volunteer speakers, consultants, and mentors
- job vacancy files
- consultation and training services for teachers implementing career education activities.

Although these resources and services could be provided in many different ways, there are advantages to having them organized and coordinated in one location.

School/Community Linkage

School community linkage refers to the connections between the school and non-school personnel such as parents, business and labor organizations, community groups, social agencies, government agencies, and community members in general.

Since students learn about careers in all settings, a career education program benefits from the active participation of community members. Ideally, community members should participate in a career education program by working with school personnel to plan and implement the program by volunteering as guest speakers or as workers to be observed or shadowed. In addition, community resources such as funds, equipment, and paid and unpaid work opportunities should be used to support a school-sponsored career education program.

Staff Development

Staff development refers to ways by which professional personnel review or acquire skills, knowledge, and attitudes related to career education objectives. Staff development might occur as a result of courses, conferences, workshops, community-based learning activities (e.g., exchanges, shadowing, etc.), and other on-the-job experiences including regular or task/problem-oriented professional staff meetings.

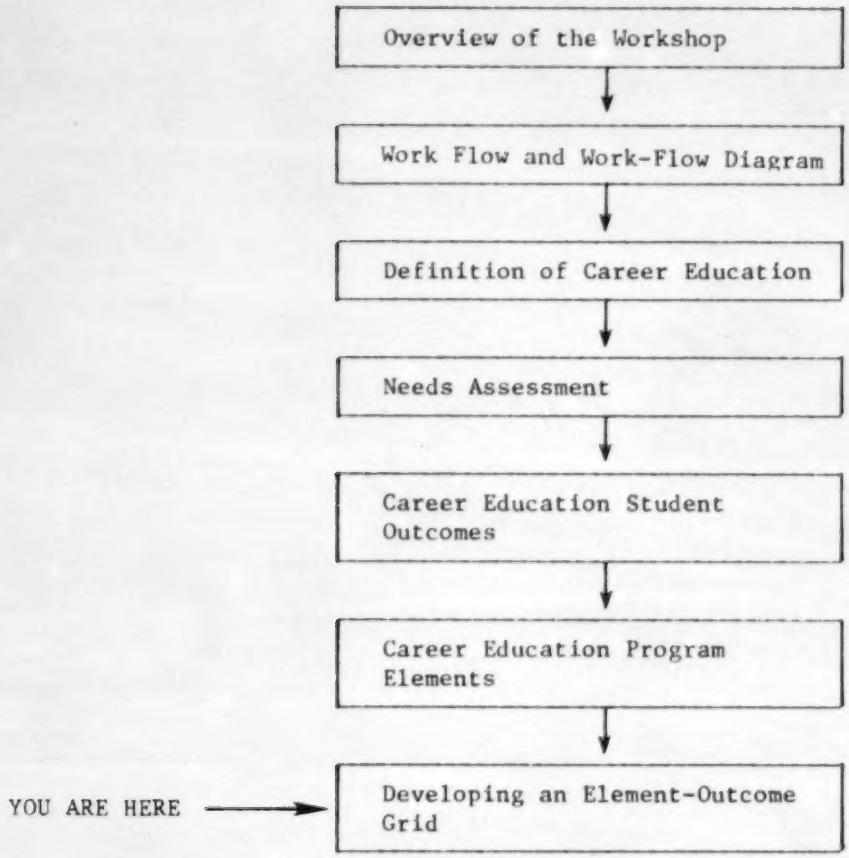
In addition, the content of a career education staff development program would ideally include the following: the rationale for a career education program, student outcomes, strategies for implementing a comprehensive career education program, recommended methods and techniques for teaching career education in the classroom, and resources available for career education.

Administration/Management

Administration/management refers to planning, organizing, directing, and controlling human or material resources to accomplish predetermined objectives. In the case of a career education program, the task of administering the program should be assigned to one individual (e.g., a career education coordinator) or to a small group of individuals who would be responsible for undertaking the following management functions:

- design and manage the planning and implementation of the program
- assess the roles and responsibilities of staff members in terms of the career education program and the relationship of this program to the school, school district, and community
- examine the career education program to ensure that it is compatible with the school district's rules, regulations and protocols
- construct and administer a budget for the career education program.

SEQUENCE OF ACTIVITIES



ACTIVITY

Developing an Element-Outcome Grid

The purpose of this activity is to construct an element-outcome grid from the student outcomes and program elements upon which have been previously agreed.

The estimated time for conducting this activity is 30 minutes.

1. *Distribute the handout, "Element-Outcome Grid." Instruct participants to list career education program elements on the left side of the grid and student outcomes across the top of the grid. Draw the following example on a chalkboard or posterboard to illustrate these instructions:*

	STUDENT OUTCOMES				
PROGRAM ELEMENTS	Knowledge of self and others	Career awareness and occupational exploration	Career planning/decision-making	Career preparation	Career entry and progression
1. Course instruction					
2. Guidance service					
3. Resource center					
4.					
5.					

2. *Explain to participants that the purpose of a program element may be to contribute to all of the student outcomes; to two, three or four student outcomes; or to only one of the student outcomes listed on the grid.*

3. *Instruct participants to discuss all the program elements of their local career education school improvement effort in terms of their selected student outcomes. Ask participants to consider each of the grid cells or boxes when posing the question: Do we want this program element (e.g., Guidance Service) to contribute to that student outcome (e.g., Knowledge of self and others)? If so, the participants should place an X in the appropriate box to indicate the two variables correspond with each other. If the answer is "no," (e.g., we do not want that program element to contribute to that student outcome), then no mark should be placed in the cell or grid.*

To illustrate the "yes" answer described above, place an X in the "guidance service - knowledge of self and others" box on the grid you drew for demonstration purposes. See example below:

STUDENT OUTCOMES

PROGRAM ELEMENTS	Knowledge of self and others	Career awareness and occupational exploration	Career planning/decision-making	Career preparation	Career entry and progression
1. Course instruction					
2. Guidance service	X				
3. Resource center					
4.					
5.					

4. *Direct participants to completely fill-in the element-outcome grid. Conclude this activity by noting that the element-outcome grid will be used in a subsequent workshop (i.e., "Career Education Program Design" [Richards, 1981], to develop program goals and objectives).*

ACTIVITY HANDOUT

An Element-Outcome Grid

DIRECTIONS: Before beginning the decision-making process described by your trainer, fill in your planning team's program elements and student outcomes.

	Student Outcomes					
Program Elements						
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9						

REFERENCES

Richards, E. L. Career education program design. Philadelphia, Pa.: Research for Better Schools, Inc., 1981.

Smey, B. A. Getting Ready for school improvement in career education. Philadelphia, Pa.: Research for Better Schools, Inc., 1981.